

READING
Measurement Topic: Fluency and Vocabulary Development
 Grade Seven

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

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| 4.0 | <p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> |
| 3.5 | <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> |
| Score 3.0 | <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Identifying and using words from different languages (e.g., history {Greek}, fellow {Scandinavian}, sergeant {French}, chocolate {Spanish}, umbrella {Italian}, tattoo {German}, sugar {Arabic}, banana {African}, moccasin {Native American}) • Using structural and syntactic cues to recognize unfamiliar words in context: <ul style="list-style-type: none"> ○ Using knowledge of Greek, Latin, and Anglo-Saxon roots ○ Using knowledge of symbols and acronyms to identify whole words (e.g., & {and}, # {number}, NASA, laser, DVD) ○ Determining the meaning of unfamiliar words or phrases in context (e.g., idioms, analogies, metaphors, similes) by using context clues, definition, restatement, examples, comparing, and contrasting ○ Determining the connotation and denotation of words in context • Using reference materials to determine word meaning: <ul style="list-style-type: none"> ○ Using dictionaries, thesauruses, glossaries ○ Using text features (e.g., footnotes, endnotes, sidebars, charts, graphs) • Reading seventh grade-level texts fluently, with appropriate pacing, voice, inflection, and intonation • Recognizing a large body of grade-level and frequently used words automatically |

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| 2.5 | <p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> |
| Score 2.0 | <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Text feature ○ Compare/contrast ○ Acronyms • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing and recalling origins of specific words that have been adopted in the English language ○ Recognizing and recalling accurate information about the ways to use structural and syntactic cues to recognize unfamiliar words in context ○ Recognizing and recalling accurate information about ways to verify meaning of a word, phrase, or statement in text ○ Recognizing and recalling accurate information about text features and ways they can be used to determine word meaning ○ Recognizing when a selection of text has been read with inappropriate intonation |
| 1.5 | <p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p> |
| 1.0 | <p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p> |
| 0.5 | <p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p> |

READING
Measurement Topic: Comprehension
 Grade Seven

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

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| 4.0 | In addition to score 3.0, in-depth inferences and applications that go beyond what was taught |
| 3.5 | In addition to score 3.0, in-depth inferences and applications with partial success |
| Score 3.0 | <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Applying comprehension strategies before, during, and after reading: <ul style="list-style-type: none"> ○ Making detailed comparisons between texts or portions of text ○ Making and defending generalizations based on explicit and implicit information ○ Explaining complex visual images texts generate ○ Using complex Venn diagrams, semantic maps, and webs ○ Reflecting on what has been learned after reading and formulate ideas, opinions, and personal responses to text • Distinguishing between personal reading choices: <ul style="list-style-type: none"> ○ Explaining distinctions between different reading purposes (e.g., for information, for understanding, to interpret, to enjoy, or to solve problems) ○ Recognizing devices authors use to accomplish their purpose (e.g., language structure, word choice, persuasive techniques, and choice of genre) • Determining how a work of literature reflects the heritage and traditions of its author • Analyzing cause and effect in text: <ul style="list-style-type: none"> ○ Determining the proper sequence of events in a text and make connections to cause and effect |

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| 2.5 | No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements |
| Score 2.0 | <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Personal response ○ Argument • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Describing basic characteristics of specific strategies that can be used before, during, and after reading to help better comprehend text ○ Describing personal purpose for reading a specific text ○ Recognizing text that reflects an author's heritage or traditions ○ Recognizing clues that indicate complex causal relationships in text |
| 1.5 | <p style="text-align: center;">Partial knowledge of score 2.0 elements</p> <p style="text-align: center;">Major errors or omissions regarding score 3.0 elements</p> |
| 1.0 | With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements |
| 0.5 | With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements |

READING
Measurement Topic: Expository/Informational Text
 Grade Seven

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

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| 4.0 | <p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Analyzing common textual features (e.g., appendix, table of contents {including organizational conventions such as Arabic and Roman numerals}, glossary, and bibliography) • Analyzing informational text: <ul style="list-style-type: none"> ○ Analyzing text for presence of faulty logic, hyperbole, bias, or propaganda ○ Providing evidence from the text ○ Identifying, interpreting, and using common graphic features (e.g., charts, tables, maps, diagrams, schedules, labels) ○ Assessing the clarity, validity, accuracy, and completeness of information • Comparing and contrasting informational text: <ul style="list-style-type: none"> ○ Finding similarities and differences between the treatment, scope, and organization of information in texts • Processing information in text: <ul style="list-style-type: none"> ○ Following instructions in informational or technical texts to perform specific tasks, answer questions, or solve problems ○ Using information from a variety of consumer, workplace, and public documents to explain a situation or decision or to solve a problem (e.g., product warranties, brochures, speeches, resumes) |
| Score 3.0 | |

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| 2.5 | <p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Bias ○ Propaganda ○ Public documents • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing effective and non-effective use of basic text features ○ Recognizing presence of faulty logic and hyperbole in text ○ Describing basic differences between how two editorials treat the same topic ○ Describing basic differences between how two editorials treat the same topic |
| 1.5 | <p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p> |
| 1.0 | <p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p> |
| 0.5 | <p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p> |

READING
Measurement Topic: Literary Response and Analysis
 Grade Seven

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

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| 4.0 | <p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Analyzing characteristics of literary forms and genres (e.g., historical fiction and nonfiction, biography, autobiography, epic poem, novella) • Analyzing characteristics of finer elements of fiction and their effect on larger elements (e.g., mood, plot, character, resolution): <ul style="list-style-type: none"> ○ Evaluating the effects of voice and tone ○ Analyzing the differences between contemporary and classic language and structure ○ Identifying complex elements of plot development (e.g., cause and effect, subplot, parallel episodes or plots, use of suspense, humor) ○ Analyzing the effect of the narrator's point of view (e.g., first person, third person omniscient, third person limited) ○ Recognizing how authors use literary devices such as overstatement, understatement, and allegories • Analyzing characteristics of finer elements of poetry: ○ Analyzing how authors use symbolism, imagery, and tone • Analyzing central ideas and recurring themes (e.g., coming of age, culture clash) within and across texts and relating them to personal and societal issues |
| Score 3.0 | |

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| 2.5 | <p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Allegory ○ Mood ○ Style • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Describing basic characteristics of historical fiction and nonfiction, biography, autobiography, and epic poem ○ Recognizing and recalling accurate information about how finer elements of fiction effect larger elements of fiction ○ Recognizing and recalling accurate information about how meaning is conveyed through the finer elements of poetry ○ Describing central ideas and recurring themes within and across texts by the same author |
| 1.5 | <p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p> |
| 1.0 | <p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p> |
| 0.5 | <p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p> |

WRITING
Measurement Topic: Audience and Purpose
 Grade Seven

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

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| 4.0 | In addition to score 3.0, in-depth inferences and applications that go beyond what was taught |
| 3.5 | In addition to score 3.0, in-depth inferences and applications with partial success |
| Score 3.0 | <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Maintaining a varied portfolio that: <ul style="list-style-type: none"> ○ Includes literary, informal, informational, interpretive, and responsive writing selected by the student ○ Demonstrates an ability to use and maintain appropriate language (formal or informal), voice (personal or professional), and format (haiku poetry, sonnet, persuasive essay) for audience and purpose • Discriminating among multiple possible purposes and selecting the most useful • Discriminating among multiple possible audiences and selecting the most useful (e.g., when writing about peer pressure and drugs, determine that an audience of classmates might be the most relevant) |

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| 2.5 | No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements |
| Score 2.0 | <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Selective choosing ○ Shades of meaning <p>Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as:</p> <ul style="list-style-type: none"> ○ Describing the basic characteristics of a varied portfolio ○ Listing all possible purposes for writing specific compositions ○ Listing all possible audiences that can be targeted when writing specific compositions |
| 1.5 | <p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p> |
| 1.0 | With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements |
| 0.5 | With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements |

WRITING
Measurement Topic: Drafting and Revising
 Grade Seven

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

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| 4.0 | <p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Applying prewriting strategies to plan and organize writing (e.g., discussion, outlining, graphic organizers, writing models, background research): <ul style="list-style-type: none"> ○ Planning and organizing writing to effectively communicate ideas (e.g., chronological order, compare/contrast, cause and effect, story map, importance of ideas) ○ Creating compositions with: an effective and engaging introduction, a body, explicit transitions, ideas grouped by paragraphs with a topic sentence and supporting details, and a conclusion that summarizes, extends, or elaborates on important ideas and points • Reviewing and revising writing: <ul style="list-style-type: none"> ○ Reviewing and revising writing for meaning, clarity, word choice, organization of ideas, consistent point of view, and to add or delete information ○ Correcting voice, tense, and point of view errors ○ Exhibiting personal style and voice by using varied sentence structures, specific word choice, tone, and descriptive language ○ Editing own writing and the writing of others to improve conventions using a checklist or set of rules and other reference materials ○ Evaluating the quality of writing using tools (e.g., rubric, checklist, feedback) ○ Using available technology to write, edit, and revise compositions |
| Score 3.0 | |

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| 2.5 | <p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Writing model ○ Background research ○ Font size • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Describing basic characteristics of specific prewriting strategies ○ Recognizing possible tense, voice, and point of view errors in text |
| Score 2.0 | |
| 1.5 | <p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p> |
| 1.0 | <p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p> |
| 0.5 | <p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p> |

WRITING
Measurement Topic: Writing Applications
 Grade Seven

Evidence shows student has met or exceeded the learning target **Evidence shows misunderstanding, misconceptions, or omissions**

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| 4.0 | In addition to score 3.0, in-depth inferences and applications that go beyond what was taught | |
| 3.5 | In addition to score 3.0, in-depth inferences and applications with partial success | |
| Score 3.0 | <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Writing biographical or autobiographical narratives: <ul style="list-style-type: none"> ○ Establishing a focus and point of view ○ Using logical construction and description ○ Showing significance of the subject to the reader • Writing fictional narratives <ul style="list-style-type: none"> ○ Establishing a situation, plot, point of view, setting, conflict and resolution, and complex characters ○ Using a range of strategies to engage the reader • Write responses to literature: <ul style="list-style-type: none"> ○ Identifying and describe the characters and their motivations ○ Explaining the importance of setting ○ Presenting interpretive, evaluative, and analytic judgments ○ Making references to the text and other works to illustrate points ○ Anticipating and answering a reader's questions ○ Connecting to personal knowledge • Writing expository/persuasive compositions: <ul style="list-style-type: none"> ○ Stating a thesis or purpose ○ Presenting information in a logical manner that reflects knowledge about the topic ○ Supporting ideas with facts, examples, definitions, and analogies ○ Using common structures (e.g., compare/contrast, problem/solution) ○ Providing answers to readers' concerns and counterarguments ○ Citing evidence from primary or secondary sources with direct evidence in text ○ Using textual features (e.g. graphs, charts, maps, tables) • Writing personal and business correspondence and technical documents: <ul style="list-style-type: none"> ○ Writing technical documents that identify a sequence of activities, include all the factors and variables to be considered and use appropriate formatting techniques ○ Applying appropriate strategies, formats, and conventions to write a variety of personal and business correspondence using formal or informal style as determined by purpose | |
| 2.5 | No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements | |
| Score 2.0 | <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Persuade ○ Respond ○ Counterargument • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Describing the defining features of biographical narratives ○ Describing the defining features of fictional narratives ○ Describing the basic features of responses to literature ○ Describing the basic features of persuasive compositions ○ Describing the defining features of personal letters | |
| 1.5 | Partial knowledge of score 2.0 elements | Major errors or omissions regarding score 3.0 elements |
| 1.0 | With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements | |
| 0.5 | With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements | |

WRITING
Measurement Topic: Research and Information Organization
 Grade Seven

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

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| 4.0 | In addition to score 3.0, in-depth inferences and applications that go beyond what was taught |
| 3.5 | In addition to score 3.0, in-depth inferences and applications with partial success |
| Score 3.0 | <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Collecting, analyzing, and representing data from observations: <ul style="list-style-type: none"> ○ Formulating a hypothesis about an approved topic of interest ○ Collecting information through formal and informal observations ○ Selecting the most appropriate method to represent data collected ○ Creating written and/or multimedia reports to confirm or reject the hypothesis with supporting evidence ○ Using graphs, charts, and tables to enhance presentation of report • Forming and defending a hypothesis about a research topic: <ul style="list-style-type: none"> ○ Writing a basic report to confirm or reject the hypothesis with supporting evidence ○ Collecting evidence from various approved sources including interviews ○ Using direct quotes and an appropriate form of documentation to acknowledge sources • Using basic interviewing techniques (e.g., prepare detailed questions in advance, take notes) • Using a specified format to cite sources in notes and bibliography (MLA, APA) |

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| 2.5 | No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements |
| Score 2.0 | <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Multilevel formal outline ○ APA format • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing and recalling accurate information about different ways to represent data collected through observation ○ Recognizing well-constructed, basic reports with supporting evidence that confirm or reject a hypothesis ○ Describing characteristics of basic interviewing techniques ○ Describing characteristics of common formats used to cite sources |
| 1.5 | <p style="text-align: center;">Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p> |
| 1.0 | With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements |
| 0.5 | With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements |

LANGUAGE USAGE
Measurement Topic: Spelling and Language Mechanics
 Grade Seven

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

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| 4.0 | <p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Spelling low-frequency and grade appropriate words: <ul style="list-style-type: none"> ○ Spelling commonly misspelled words ○ Spelling derivatives using base words and affixes ○ Common words of medical or scientific origin ○ Drawing on a variety of resources to find the correct spelling of new, unfamiliar, or difficult words (e.g., dictionaries, glossaries, thesauruses, spell check) • Using correct punctuation (e.g., hyphens, brackets, and dashes) • Identifying proper text conventions for titles of various works (e.g., italics or underlining for titles of books and magazines; quotation marks for the titles of poems, short stories, songs, and chapters) |
| Score 3.0 | |

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| 2.5 | <p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Derivative ○ Base • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing correct spelling of specific grade-appropriate words ○ Recognizing correct use of hyphens, dashes, and brackets ○ Describing text conventions for writing titles of specific works |
| Score 2.0 | |
| 1.5 | <p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p> |
| 1.0 | <p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p> |
| 0.5 | <p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p> |

LANGUAGE USAGE
Measurement Topic: Language Conventions
 Grade Seven

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

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| 4.0 | <p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> |
| 3.5 | <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> |
| Score 3.0 | <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Analyzing different parts of speech: <ul style="list-style-type: none"> ○ Identifying and using correctly and consistently parts of speech including nouns (including proper and abstract), pronouns (identify the antecedents, use consistent agreement), verbs, adverbs and adjectives (comparative/superlative), conjunctions, prepositions, and interjections • Using compound-complex sentences (sentences with two or more main clauses and two or more subordinate clauses) • Exhibiting subject-verb agreement • Changing tense as needed (e.g., change from present tense to past tense when writing a flashback) • Using noun, adjective, and adverb clauses and phrases, including prepositional phrases, participial phrases, independent and dependent clauses, and appositives • Correcting run-on sentences, fragments, and comma splices in text • Using infinitives, participles, and modifiers • Using transitive and intransitive verbs |

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| 2.5 | <p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> |
| Score 2.0 | <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Comma splice ○ Flashback • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Recognizing parts of speech in text ○ Recognizing correct use of compound-complex sentences in text ○ Recognizing correct and incorrect shift in tense in text ○ Recognizing correct use of noun, adjective, and adverb clauses in text ○ Recognizing run-on sentences, fragments, and comma splices in text ○ Recognizing correct use of infinitives, participles, and modifiers in text ○ Recognizing correct use of transitive and intransitive verbs in text |
| 1.5 | <p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p> |
| 1.0 | <p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p> |
| 0.5 | <p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p> |

SPEAKING, LISTENING, and VIEWING
Measurement Topic: Speaking Applications
 Grade Seven

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

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| 4.0 | <p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Participating and contributing in discussions: <ul style="list-style-type: none"> ○ Assuming different roles (e.g., active listener, discussion leader, facilitator) ○ Take notes ○ Volunteer opinions for consideration by the group • Creating and delivering oral presentations: <ul style="list-style-type: none"> ○ Making extended persuasive presentations with evidence and arguments to support opinions; address counterarguments ○ Using basic visual media (e.g., PowerPoint, graphics, charts) ○ Delivering informational presentations that demonstrate an understanding of the topic; present ideas in a logical sequence; include details, examples, quotations, statistics, stories, and anecdotes from multiple sources; and employ various research methods ○ Delivering narrative presentations (story) that establish a context and standard plot line, describe major and minor characters and setting, maintain a consistent point of view, use strategies to engage audience, and follow the structures and language of the genre • Reciting poems, dramatic narratives, and soliloquies using clear diction, timing, volume, phrasing, and expression • Employing verbal and non-verbal techniques for oral presentations that are appropriate for the topic, audience, and purpose • Modifying oral presentations based on verbal and non-verbal feedback from the audience |
| Score 3.0 | |

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| 2.5 | <p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Audience reaction ○ Precise language ○ Non-verbal feedback • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Describing characteristics of participation/contribution in small and large group discussions ○ Describing basic characteristics of effective oral presentations ○ Recognizing consistent and inconsistent volume, pitch, tone, and pacing in oral presentations ○ Recognizing appropriate and inappropriate use of specialized words in oral presentations ○ Describing specific ways to determine if an audience is confused |
| 1.5 | <p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p> |
| 1.0 | <p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p> |
| 0.5 | <p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p> |

SPEAKING, LISTENING, and VIEWING
Measurement Topic: Listening Comprehension
 Grade Seven

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

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| 4.0 | <p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Analyzing and evaluating a speaker’s presentation: <ul style="list-style-type: none"> ○ Evaluating the qualities of a speaker (e.g., voice quality, enunciation, delivery) and how speaker quality impacts the message ○ Paraphrasing a speaker’s main ideas, purpose, and point of view; ask relevant questions about the content, delivery, and purpose of the presentation • Recognizing the way in which language differs across a variety of social situations (e.g., formal and informal speeches, use of slang among peers) • Analyzing the techniques speakers use to communicate a message (e.g., persuasive techniques, effect of word choice, use of slanted or biased material, making an emotional appeal) <ul style="list-style-type: none"> ○ Evaluating the credibility of a speaker by determining the speaker’s point of view and bias |
| Score 3.0 | |

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| 2.5 | <p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> |
| Score 2.0 | <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Analysis ○ Inconsistency • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Describing the basic logic of an oral presentation ○ Recognizing use of biased material and appeals to emotion in oral presentations |
| 1.5 | <p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p> |
| 1.0 | <p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p> |
| 0.5 | <p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p> |

SPEAKING, LISTENING, and VIEWING
Measurement Topic: Analysis and Evaluation of Media
 Grade Seven

Evidence shows student has met or exceeded the learning target

Evidence shows misunderstanding, misconceptions, or omissions

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| 4.0 | <p>In addition to score 3.0, in-depth inferences and applications that go beyond what was taught</p> |
| 3.5 | <p>In addition to score 3.0, in-depth inferences and applications with partial success</p> |
| Score 3.0 | <p>Student exhibits no major errors or omissions and demonstrates understanding by:</p> <ul style="list-style-type: none"> • Evaluating the persuasive techniques used in presentations and media (e.g., bandwagon, glittering generalities, emotional word repetition, bait and switch, testimonial) • Comparing and contrasting communication in visual media: <ul style="list-style-type: none"> ○ Explaining how language choice, symbols, images, sound, special techniques, and other conventions are used in visual media to convey messages by comparing two samples of visual media • Interpreting how the type of media affects the coverage of events or issues (e.g., how same event is covered by radio, television, and newspaper; how each medium shapes a point of view; how the limitations and advantages of medium affect coverage) • Analyzing basic influences on media messages and images (e.g., historical events, place in which they were made, laws that govern mass media, target audience, financial sponsorship, cause and effect between media and public opinion) |

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| 2.5 | <p>No major errors or omissions regarding score 2.0 elements with partial knowledge of score 3.0 elements</p> |
| Score 2.0 | <p>Student exhibits major errors or omissions with score 3.0 elements. No major errors or omissions regarding the simpler details and processes such as:</p> <ul style="list-style-type: none"> • Recognizing and recalling specific terminology such as: <ul style="list-style-type: none"> ○ Public opinion ○ Mass media ○ Appeal to reason • Performing basic processes and recognizing and recalling the accuracy of basic solutions and information such as: <ul style="list-style-type: none"> ○ Describing characteristics of persuasive techniques in presentations and media ○ Describing basic characteristics of communication in visual media ○ Recognizing basic effects of the type of media on the coverage of events or issues ○ Recognizing basic influences on media messages and images |
| 1.5 | <p>Partial knowledge of score 2.0 elements</p> <p>Major errors or omissions regarding score 3.0 elements</p> |
| 1.0 | <p>With assistance, student demonstrates partial understanding of some of score 2.0 elements and some of score 3.0 elements</p> |
| 0.5 | <p>With assistance, a partial understanding of some of score 2.0 elements but not score 3.0 elements</p> |